DOCUMENT RESUME

ED 255 419 SO 016 303

AUTHOR Wiegand, Ursula F.
TITLE A Comparison of the Programs of the Joint Council on Economic Education and the Private Enterprise Market System.
PUB DATE Mar 84
NOTE 25p.; Paper presented at the Annual Meeting of the Eastern Economic Association (10th, New York City, NY, March 15-17, 1984).
PUB TYPE Viewpoints (120) -- Reports - Evaluative/Feasibility (142) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Comparative Analysis; *Curriculum Design; *Economics Education; Elementary Secondary Education; Inservice Teacher Education; Instructional Improvement; Program Descriptions; *Program Evaluation; School Business Relationship
IDENTIFIERS Center for Economic Education PA; *Developmental Economic Education Program; *Joint Council on Economic Education; *Private Enterprise Market System

ABSTRACT

The history, organization, and program offerings of the collegiate Centers for Economic Education (affiliated with the Pennsylvania and Joint Councils on Economic Education) are compared with those of the Private Enterprise Market System. The Private Enterprise Market System is a small, Pennsylvania-based center, whose programs are only beginning to be available in other states, while programs affiliated with the Joint Council are available nationally. The Private Enterprise Market System targets high school sophomores and seniors while the Joint Council programs try to integrate economic education into all grade levels. A discussion of the history and organization of the two groups covers reasons for founding, the development of organizational structure and current organization, goals, activities, and coordination with schools. The program section covers the philosophies of both systems, instructional materials, teacher training, and curriculum guides. The final section compares the two programs and concludes that both programs offer advantages and drawbacks. (IS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
X Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Ursula F. Wiegand
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED255419

A Comparison

of the Programs of the Joint Council on Economic Education

and the Private Enterprise Market System

presented at
Eastern Economic Association's
Tenth Annual Convention
New York City
March 15-17, 1984

SP 016 303

by

Ursula F. Wiegand
Associate Professor of Economics
and Director of the Center for Economic Education
Shippensburg University
Shippensburg, PA 17257

A Comparison

of the Programs of the Joint Council on Economic Education

and the Private Enterprise Market System.

1. Introduction

This paper intends to compare two of the many and varied economic education programs vying for the attention and support of school administrators, classroom teachers, businesses, and governmental and non-profit organizations throughout the United States. In particular, the programs offered by the collegiate Centers for Economic Education affiliated with the the Pennsylvania and Joint Councils on Economic Education and those of the Private Enterprise Market System (PEMS) were selected for comparison because they seem to be, at this time, the two foremost statewide programs in the Commonwealth of Pennsylvania, the home state of the writer. More importantly, the two programs provide an interesting contrast from the historical and organizational point of view, as well as with regard to the approach they take to the teaching of economic subject matter.

2. History and Organization of the Two Systems.

Since the Joint Council on Economic Education, the national umbrella organization for all affiliated State Councils and collegiate Centers for Economic Education, antedates PEMS, the former will be considered first, PEMS thereafter.

Concern about economic literacy dates back to the 1930's and, with renewed vigor, to the years immediately following the end of World War II.[1] During the latter period, at a time when the Great Depression was still a vivid and traumatic memory, the discharge of large numbers of soldiers and workers who had been employed in the war effort raised the specter of yet another business downturn and gave rise to demands that the government use the stabilizing tools indicated by John Maynard Keynes in his General Theory of Employment, Interest, and Money, published just a decade earlier. In this fertile climate, a workshop on economic education, held at New York University in the late forties, led to the formation of the Joint Council on Economic Education. Supported by the CED (Committee for Economic Development) and later the Ford Foundation's Fund for Adult Education, the Joint Council was incorporated in 1949.

During the next three decades, State Councils on Economic Education affiliated with the Joint Council were established in 48 of the 50 States, with Alaska and Pennsylvania being the two exceptions. A series of meetings in late 1977 which brought together representatives of the Pennsylvania Chamber of Commerce, the Pennsylvania Department of Education, and the AFL-CIO, as well as educators, businessmen, and public officials, culminated in the founding of the Pennsylvania Council on Economic Education on May 4, 1978. Experiencing rapid growth under the able leadership of the Hon. Robert C. Wilburn, its first President, and Executive Director Dr. I. Ezra Staples, the Pennsylvania Council counted nine affiliated collegiate Centers at the time of its formal affiliation with the Joint Council on May 5, 1979. At this writing, the number of collegiate Centers

---

[1]Michael A. McDowell and James E. Olson, "How Education in Economics Can Help Maintain a Productive Society," Statement of the Joint Council on Economic Education before the National Commission on Excellence in Education, Washington, D.C., 16 September 1982. (Mimeographed.)

has expanded to twelve, each covering a particular geographic area, so that the system now services over 200 school districts with well over 6,000 teachers and more than 400,000 students in all parts of Pennsylvania.[2]

At the apex of this system of affiliated Councils and Centers stands the Joint Council on Economic Education which the "Council and Center Directors [sic] Handbook" describes as "an independent, non-profit, non-partisan educational institution, incorporated ... to encourage, improve, and service a national economic education effort. ... Members of its Board of Trustees represent all sectors of the economy. Financial support comes from business, organized labor, foundations, farm groups, and individuals."[3] The "Handbook" adds that "since its inception, the major emphasis of the Joint Council's program have [sic] been the education of teachers, both for prospective teachers in undergraduate programs as well as experienced in-service [sic]; materials development and distribution; research and innovation in curriculum development and teaching strategies; communications and exchange among those engaged in economic education; and the promotion ... and support for the expansion and improvement of the economic education movement."[4]

The State Councils on Economic Education, again according to the "Handbook," have "five programmatic goals: pre- and in-service teacher training, materials development and distribution, curriculum development, economic education research, and adult economic education. The highest priority for each Council, however, is to provide services to the schools

---

[2]Estimates supplied by the Executive Director of the Pennsylvania Council, Dr. I. Ezra Staples, during a telephone conversation on March 8, 1984.

[3]Joint Council on Economic Education, "The Council and Center Directors Handbook: A Guide for Improving the Economic Education Movement." (New York, 1979), p. 11. (Mimeographed.)

[4]Ibid., pp. 7, 8.

via training teachers in workshop and in-service activities."[5] Besides these teacher training activities, affiliated Councils assist "in the development of curricula, distribution [sic] and producing effective economic education materials, and assisting Centers for Economic Education in providing comprehensive economic education efforts on a statewide basis."[6]

Each State Council is headed by an Executive Director who generally is "a member of a university staff as either an economist [or] instructor in the College of Education with knowledge and background in economic education ... ."[7] When the Executive Director is not associated with a university, as is the case in Pennsylvania, a number of the activities outlined above will fall to individual Centers and Center Directors, while the major duties of the Executive Director turn around the administrative, supervisory, financing, and publicity functions.

The Center for Economic Education is the "program" or "service arm" of the system. A Center is defined as "an institutional entity which marshalls the resources of a college or university into an efficient, cohesive production unit for the purpose of furthering economic education, both within the university and the schools."[8] The Center Director, usually an economist or educator, is, in almost all cases, afforded a two-course load reduction, which is the minimum considered necessary if the Center is to be administered effectively. Moreover, the host institution is obligated to provide the Center with office and library space, secretarial and staff help, and telephone, mailing, and transportation expenses. While the academic institution thus pays for the overhead and administrative costs of the Center, program

---

[5]Joint Council, "Handbook," pp. 25, 26.
[6]Ibid., p. 11.
[7]Ibid., p. 43.
[8]Ibid., p. 56.

expenses (teaching and audiovisual materials, learning aids, and incidentals) are carried by the State Council. In support of the Centers, the Joint Council engages in research, develops and provides teaching, learning, and evaluation materials through the State Councils, conducts regional and nationwide meetings and workshops, and promotes new and established sources of funding.

In addition to the teacher training, materials and curriculum development, research and adult economic education activities mentioned above in connection with the State Councils, Center Directors are charged with eliciting funds from their respective academic institutions; preparing operating budgets and proposals which will lead to funding through grants or contracts; disseminating materials received from the Joint and State Councils; evaluating, ordering, and distributing materials from other sources; publicizing the work of the Center; advising classroom teachers, schools and school districts on economic content questions, as well as on programs and curricula; participating in meetings and conferences; and, of course, submitting reports to their academic institution and the State Council.[9] Generally, the Centers do not charge for their services, and "they must maintain the objective, non-partisan, non-political principles upon which affiliation with the Joint Council and the State Council is contingent."[10]

Looking over this catalogue of activities, it seems almost self-evident that only Councils and Centers attached to large educational institutions, provided with ample staff and funding, and headed by an economist-educator team, can effectively comply with all, or even most, of the demands made on them.

---

[9]Joint Council, "Handbook," pp. 56-69 passim.
[10]Ibid., p. 66.

A unique position among Joint Council activities is occupied by DEEP (Developmental Economic Education Program), a cooperative venture involving a school district, the local collegiate Center, and the State and Joint Councils. Early on in its history, the Joint Council became convinced that the basic requirement for the successful conduct of economic education in the nation's schools and colleges was a program that was relevant to the needs of the community, enjoyed broad-based local support, and could benefit from research and coordination at the national level of the organization.[11] The Developmental Economic Education Program (DEEP), established by the Joint Council in 1964 as a major experimental teaching program, embodied these principles, as does its present-day extension, the DEEP Cooperating Schools Program. The major objective of this program is the integration of economics into the total school curriculum, K-12. A cooperating school district formally obligates itself to achieve this goal within a given period of time, usually a span of five years. In return, the school district enjoys the active suport of the Joint and State Councils and, especially, the local collegiate Center.

For the local Center, achievement of the DEEP objective requires intensive work with the cooperating school district and the local community from the initial recruitment to the needs assessment and on through short- and long-range planning to curriculum development and continual evaluation and maintenance of the program. The maintenance activities involve teacher in-service training, provision and distribution of materials, and community involvement, participation, and support.

---

[11]Most of this description of the DEEP program is based on a review draft of a "Handbook for Curriculum Change" prepared for the Joint Council on Economic Education by Peter V. Harrington and Joseph A. Rueff, with the assistance of S. Stowell Symmes, in the Fall of 1981.

An ingredient of the highest importance to the success of the program is the coordinator. Appointed by the school system, usually on a part-time basis, this individual gives leadership to the curriculum change efforts, manages the systemwide program, and forms a vital link between teachers, administrators, and staff at all grade levels on the one hand, and community activities and the Joint Council network on the other. The importance of the choice of the coordinator can hardly be overstated when it is realized that the DEEP Program stands and falls with the cooperative efforts of all its components.

Although the two organizations under consideration originated at about the same time, the inception, purpose, and philosophy of the Private Enterprise Market System (PEMS) differed markedly — at least initially — from those of the Joint Council and its affiliates. As Miss Linda D. Stahl, Director of the Private Enterprise Market System program tells it, the idea for PEMS was conceived in 1975, "when several businessmen in the Pittsburgh area realized that young people applying for jobs had no idea how free enterprise worked."[12] Looking into possible remedies for this problem, they found that their concerns were shared by a considerable number of organizations who stood ready to provide materials and assistance designed to explain the functioning of the U.S. economy. Unfortunately, the materials often did not reach the very people who could best make use of them — classroom teachers. If they did get the materials, the teachers might well be bewildered by the sheer quantity and variety of pamphlets, books, kits, and audiovisual aids, or they might be unable, because of time constraints, to select the best of

---

[12]Linda D. Stahl, "Here's An Economic 'System' That Works," [EPIC, (Florida: Fiscal Policy Council, January-February, 1981.)] A copy of the article was supplied by Miss Stahl.

the multitude. To deal with this situation, the Pittsburgh businessmen referred to previously, together with a group of equally concerned community leaders and educators, organized a non-profit organization, the Enterprise & Education Foundation, whose primary goal was "to facilitate the role of business in a free market economy."[13] To cover the cost of materials and workshops, the Foundation collected funds from industry, while the materials themselves were developed by the Allegheny Intermediate Unit, a service agency for school districts in the vicinity of Pittsburgh, in cooperation with Dr. Glen Beeson, economist and Administrator of the School of Business and Administration at Duquesne University. PEMS also employs a full-time Extension Director, whose task it is to fulfill "the mission of the original Pittsburgh group to expand the program across Pennsylvania by helping communities in their contacts with the school systems and by helping to establish the local foundations."[14]

In contrast to the Joint Council-affiliated Centers, PEMS is not anchored in the collegiate world, but rather depends upon a local community effort.[15] In cooperation with the Intermediate Unit servicing a given geographic area or a school district, a foundation is established which solicits funds from local individuals, businesses, and foundations interested in furthering the economic awareness of high school sophomores and seniors. These funds are used to pay for the in-service training and annual follow-up training of the participating teachers, the PEMS teaching packages for

---

[13]Stahl, "Economic 'System'."

[14]Private Enterprise Market System: An Economic Education Program. A flyer produced by the Enterprise & Education Foundation. Made available by Miss Linda D. Stahl.

[15]Private Enterprise Market System states that, while college professors were important in developing the teaching materials and securing continued high quality, "this relationship with higher education facilities is desirable but not necessary in the extension of the program to new areas."

students, and teacher's guides, and for the, rather crucial, services of a coordinator. Employed by the school district — usually part-time — but paid by the foundation, the coordinator promotes the PEMS program within the school system while serving as liaison to the boa d of the local foundation and the private sector.[16]

As of November 1, 1983, 17 intermediate units in Pennsylvania and one-third of the school districts in Delaware were offering the Private Enterprise Market System program. In 1982-83 PEMS had been established in 350 participating schools with 750 participating teachers, and it had reached 75,000 students.[17]

3. The Programs.

Both, the Joint Council on Economic Education - Pennsylvania Council on Economic Education (JCEE-PCEE) and Private Enterprise Market System (PEMS) programs have as their objective the enhancement of economic education, and both are integrative, i.e., rather than replacing subjects already in the curriculum, economics is to be integrated into the existing curriculum. Even these rather broad statements hide some differences in that PEMS emphasizes the importance of understanding economic phenomena in the context of the private, or "free," enterprise system, while JCEE-PCEE conceives of the same phenomena in the context of a "mixed" economy. Again, while PEMS uses an issue-oriented approach, JCEE-PCEE emphasizes the broad spectrum of basic

---

[16]Private Enterprise Market System, a flyer.

[17]Enterprise & Education Foundation 1983 Program Report (Pittsburgh: Enterprise & Education Foundation, n. d.), p. 4. — It was not possible to determine from this Report whether any of the local foundations' funds were used to remunerate the personnel of the Enterprise & Education Foundation for services such as aiding in the creation of foundations and making contacts with school systems, for conducting the initial and follow-up in-service training, and for overseeing program activities during the first year of program operation.

economic concepts. Beyond these initial generalizations, the differences between the two programs become so pronounced that it seems expedient first to examine them individually, then to follow through with comparison and evaluation. Following the precedent set in part 2. of this paper, the JCEE-PCEE program will be examined first.

The basic JCEE-PCEE program as it stands today found its inception in working documents produced for the Developmental Economic Education Project (DEEP) during its experimental phase between 1964 and 1969, elaborated and improved during the 1960's and early 1970's, and finally put into its present form under the Master Curriculum Guide Project, beginning in 1973.[18] The final result, the Master Curriculum Guide in Economics for the Nation's Schools, "is designed to assist in curriculum development. School systems or individual teachers can use it as a resource document to present economic education in the K-12 curriculum.[19] It consists of two parts: Part I A Framework for Teaching Economics[20] and Part II Strategies for Teaching Economics.[21] Part I is a very sound — but also very dry — introduction to the basic economic concepts and an application of these concepts to "The World Economy," followed by a discussion of economic institutions, measurement concepts, and social goals. Throughout, the importance of using a reasoned

---

[18]James F. Niss, Judith Staley Brenneke, and John E. Clow, Master Curriculum Guide in Economics for the Nation's Schools, Part II Strategies for Teaching Economics: Basic Business and Consumer Education (Secondary) (New York: Joint Council on Ecomic Education, 1979), pp. iv, v.

[19]Ronald A. Banaszak and Elmer U. Clawson, Master Curriculum Guide in Economics for the Nation's Schools, Part II Strategies for Teaching Economics: Junior High School Level (Grades 7-9) (New York: Joint Council on Economic Education, 1981), p. v.

[20]W. Lee Hansen, G.L. Bach, James D. Calderwood, Phillip Saunders, Master Curriculum Guide in Economics for the Nation's Schools, Part I A Framework for Teaching Economics: Basic Concepts (New York: Joint Council on Economic Education, 1977).

[21]Master Curriculum Guide in Economics for the Nation's Schools, Part II Strategies for Teaching Economics, 7 vols. (New York: Joint Council on Economic Education, 1977-1982).

approach to economic events is stressed, and finally illustrated by means of a number of case studies.

Part II actually comprises seven booklets; one each for the Primary Level (Grades 1-3),[22] Intermediate Level (Grades 4-6),[23] and Junior High School Level (Grades 7-9);[24] three topic-oriented volumes for the secondary level, Basic Business and Consumer Education,[25] United States History,[26] and World Studies;[27] and a college level volume, Using Economics in Social Studies Methods Courses.[28]

All booklets contain "Overview" sections which review and deepen the teachers' understanding of the economic concepts to be taught, and several activities and/or simulations for each concept. The format for the instructional activities is also roughly the same for all grades, though the activities themselves are, of course, quite different. For each activity there is listed the time and materials required, the recommended grade or ability level of the participating students, the major concepts around which the activity is organized, as well as related concepts, instructional objectives and a rationale for the activity, a description of the procedure to be followed in conducting the activity, and, finally, evaluation procedures.

---

[22]Donald G. Davison, Master Curriculum Guide in Economics for the Nation's Schools, Part II Strategies for Teaching Economics: Primary Level (Grades 1-3) (New York: Joint Council on Economic Education, 1977).

[23]Marilyn Kourilsky, Master Curriculum Guide in Economics for the Nation's Schools, Part II Strategies for Teaching Economics: Intermediate Level (Grades 4-6) (New York: Joint Council on Economic Education, 1978).

[24]Banaszak and Clawson, Junior High School Level.

[25]Niss, Brenneke, and Clow, Basic Business.

[26]James B. O'Neill, Master Curriculum Guide in Economics for the Nation's Schools, Part II Strategies for Teaching Economics: United States History (Secondary) (New York: Joint Council on Economic Education, 1980).

[27]James B. O'Neill, Master Curriculum Guide in Economics for the Nation's Schools, Part II Strategies for Teaching Economics: World Studies (Secondary) (New York: Joint Council on Economic Education, 1980).

[28]Dennis J. Weidenaar, Master Curiculum Guide in Economics for the Nation's Schools, Part II Strategies for Teaching Economics: Using Economics in Social Studies Methods Courses (New York: Joint Council on Economic Education, 1982).

Each activity is also accompanied by "Handouts" which are to be duplicated by the teacher. Furthermore, all of the booklets contain "Instructional Activity Evaluation Forms" which are to be used to evaluate suggested activities or to submit activities which the teacher developed himself. If these forms are sent to the Joint Council, they will eventually enable JCEE to supply "multiple volumes of conceptually oriented lessons at various grade levels"[29] which have the advantage of having been classroom-tested. The development of the Master Curriculum Guide thus seems to be an ongoing project.

The basic JCEE-PCEE program is supplemented by two audiovisual series, available on film or videotape. Trade-Offs, released in 1978, is designed to familiarize nine to 13 year olds with the basic economic concepts. The newer series, Give & Take, released in 1982, introduces students in grades eight through ten to topics and concepts in personal economics. Teacher's Guides and Workshop Leader's Handbooks are available for both series, as well as testing materials specifically related to the Give & Take series.

Besides these staples, Checklist, the semi-annual catalog of Joint Council publications and releases, lists a goodly number of books, booklets, studies, and teaching aids. Unfortunately, some of them are badly out of date -- a fact that is especially damaging to the entries under the "Economic Topics" heading -- while others are new and rather good.[30] Three comprehensive annotated listings of teaching materials[31] deserve special mention, since

---

[29]James B. O'Neill, United States History, p. iv.

[30]Checklist, (New York: Joint Council on Economic Education, Fall 1983) passim.

[31]Charlotte T. Harter, David M. Nelson, and John P. Farrell, Audio-visual Materials for Teaching Economics, 3rd ed. (New York: Joint Council on Economic Education, 1980).
Cathy R. Wilson and Mark C. Schug, A Guide to Games and Simulations for Teaching Economics, 3rd ed. (New York: Joint Council on Economic Education, 1979).
Robert H. Hendricks, George G. Dawson, Andrew T. Nappi, and Rita Haniff, Learning Economics Through Children's Stories, 4th ed. (New York: Joint Council on Economic Education, 1982).

they are valuable aids to teachers, librarians, and curriculum specialists. One would wish, however, that materials of this nature could be revised more frequently or, at least, be updated by means of a yearly supplement. A number of variously named tests for grades 2-3, 4-6, 7-9, 11-12,[32] as well as the Revised Test of Understanding in College Economics (TUCE),[33] are well constructed and proven evaluative instruments. (Whatever happened to the 10th grade?) The Test of Understanding in Personal Economics,[34] published in 1971, is as outdated as the rest of the series of which it is a part.

No review of the Checklist would be complete without explicitly referring to the publications which have grown out of the awards programs. The outstanding and well established series, Economic Education Experiences of Enterprising Teachers[35] comprises "descriptions of award-winning entries and brief summaries of other ideas submitted in the National Awards Program in the Teaching of Economics."[36] The winning entries at the college level are published in the, much younger, companion series, Innovative Ideas in Introductory Economics.[37] These awards are currently funded by the International Paper Company Foundation under the auspices of the Joint Council. The newest entry in this category, Developing Reasoning as the Fourth R,[38] contains "summaries of prize-winning projects submitted to an

---

[32]Donald G. Davison and John H. Kilgore, Primary Test of Economic Understanding (Grades 2-3), rev. ed. (New York: Joint Council for Economic Education, 1980).
John F. Chizmar and Ronald S. Halinski, Basic Economics Test (Grades 4-6) (New York: Joint Council on Economic Education, 1981).
Junior High School Test of Economics (Grades 7-9) (New York: Joint Council on Economic Education, 1974).
John C. Soper, Test of Economic Literacy (Grades 11-12) (New York: Joint Council on Economic Education, 1979).

[33]Phillip Saunders, Revised Test of Understanding in College Economics (TUCE) (New York: Joint Council on Economic Education, 1981).

[34]Test of Understanding in Personal Economics, (New York: Joint Council on Economic Education, 1971).

[35]Checklist, p. 5.

[36]Ibid.

[37]Ibid., p. 6.

[38]Ibid., p. 2.

Awards Program for Innovative Teaching of Reasoning - especially reasoning about economic matters."[39] The program is funded by its creator, Marvin Bower, chairman of the JCEE from 1966 to 1977.

In addition to these Joint Council-sponsored materials, individual Center Directors disseminate learning and teaching aids which they receive free of charge from various business organizations and foundations, the Federal Reserve System, the Internal Revenue System, and other government agencies. They may purchase materials which they lend to school districts, and they will on occasion, receive audiovisual and other non-JCEE-PCEE materials which are distributed through the Pennsylvania Council. All materials are available free of charge to DEEP school districts and to individual teachers participating in workshops, seminars, or graduate courses.

Center Directors conduct seminars, workshops, in-service activities, and graduate courses on a schedule announced by the Center or at the request of school districts or intermediate units. If desired by individuals or educational organizations, Center Directors will give aid in curriculum construction and with economic subject matter. Some Centers publish newsletters, and Center Directors in general will engage in many of the activities outlined in the intitial paragraphs of the paper.

Teachers enrolled in a Center-sponsored graduate course will have to pay full tuition, unless the school district refunds part, or all, of the fees. All other Center activities are generally conducted free of charge, but if teachers are released from teaching to participate in such activities, the school district will have to carry the cost of the substitute.

---

[39] Checklist, p. 2.

The program of the Private Enterprise Market System (PEMS) is based on a series of ten learning units, developed by the Allegheny Intermediate Unit in response to the perceived need of the businessmen, community leaders, and educators organized into the Enterprise & Education Foundation. Each unit, consisting of a teacher's guide and student readings, addresses a topic, such as the Nature of the Private Enterprise System, Inflation, Profits, Productivity, Who Sets Prices?, Energy and Resources, The Consumer, the Social Performance of Business, the Cost and Benefits of Government, and the U.S. in the World Economy.[40] All teacher's guides follow the same format: Part One comprises "Teacher Readings" which provide background and some depth and indicate the major issues involved in treating the topic under consideration. The "Learner Readings" in Part Two are geared to a lower comprehension level than those in Part One, and are designed to give the student a basic acquaintance with the topic. Under "Learner Strategies" in Part Three, we find a "Rationale" for the topic, "Competency Objectives," "Definitions of Major Terms and Concepts," and a number of "Learner Activities" geared to the various student readings. The final part is a

---

[40]The exact titles and particulars of the ten teacher's guides are as follows:
The Consumer (Pittsburgh: Allegheny Intermediate Unit, September 1982).
Energy and Resources (Pittsburgh: Allegheny Intermediate Unit, September 1982).
Government: Costs and Benefits (Pittsburgh: Allegheny Intermediate Unit, September 1982).
Money, Inflation, and Jobs (Pittsburgh: Allegheny Intermediate Unit, September 1983).
The Nature of the Private Enterprise Market System (Pittsburgh: Allegheny Intermediate Unit, September 1982).
Productivity: "The Worker and His Tools" (Pittsburgh: Allegheny Intermediate Unit, September 1982).
Social Performance of Business (Pittsburgh: Allegheny Intermediate Unit, September 1982).
"Who Profits From Profits?" (Pittsburgh: Allegheny Intermediate Unit, September 1981).
Who Sets Prices? (Pittsburgh: Allegheny Intermediate Unit, September 1982).
The U.S. in the World Economy (Pittsburgh: Allegheny Intermediate Unit, September 1982).

"Learner Evaluation" consisting of some 10 multiple choice questions. Most, though not all, of the teacher's guides also list a limited number of "Supplementary Teacher Readings."

The first of the "Teacher Readings" in each of the guides, obviously intended to give the teacher a thorough introduction to the topic, frequently seems to have been written specifically for the purpose, and is generally excellent. The remaining readings have been culled, quite in keeping with PEMS' intention of using available materials that come up to their standards[41] from periodicals, journals, books, newspapers, and several other, less well-known sources. While the materials are good throughout and very readable, it does appear that they have been selected with a particular point of view in mind. It is worth noting that the complete package is revised over a three-year period.

Participating teachers undergo an initial period of intensive training during a two-day workshop. During this workshop, teachers are familiarized with the Private Enterprise Market System program and are introduced to "economic principles and the operation of the free enterprise system."[42] The workshop will also deal with at least some of the specific topics and concepts treated in the learning units. As a follow-up, a one-day workshop is conducted annually which concentrates on economic principles and issues. At both occasions, participating teachers receive a large packet of useful materials published by various organizations concerned with economic education. Both kinds of workshops are conducted during regular working hours with all expenses, even those of hiring substitutes, being paid by the local foundation.

---

[41]Stahl, "Economic 'System'" and Private Enterprise Market System, a flyer.

[42]Stahl, "Economic 'System".

As another avenue of communication, PEMS publishes a quarterly newsletter, as well as a yearly Program Report. According to the latter, PEMS is in the process of introducing a comprehensive program evaluation component,[43] while the former announces an Enterprise & Education Foundation/Economic Club of Pittsburgh Award for Excellence in Teachin .[44]

4. Comparison and Evaluation.

While the goal of both, the JCEE-affiliated system and PEMS, is to achieve a better understanding of economic processes and the environment in which they take place, any comparison will bring into focus the many, and often not inconsiderable, differences between them. To begin with the obvious: We are comparing a system that was founded on a nationwide basis and that has been in existence for some 35 years with one that was instituted less than ten years ago as a regional organization and that is only now beginning to reach beyond the borders of its home state. In consequence, we find, on the one hand, a sprawling, somewhat untidy, network of Councils and Centers of uneven quality, loosely held together by a commitment to the "economic education movement," and the prospect of financial support from the State Councils and the Joint Council. On the other hand, we see a tight, streamlined organization that, in spite of local control and local financing, is greatly influenced by the "home office" in Pittsburgh, that is, PEMS and the Enterprise & Education Foundation.

The same distinction can be found in the financing of the two organizations. In the PEMS program, the local foundation has a clearly defined and quantified responsibility for the financing of the program within the local

---

[43] 1983 Program Report.

[44] "Award for Excellence in Teaching Economics," The Enterprising Educator (Pittsburgh: Enterprise & Education Foundation, Winter 1984), 5:1,2.

school district and, as a quid pro quo, shares some degree of influence over the program with the school authorities. In the CEE system, financing responsibilities range from the academic host institution to the State Council and, for certain programs, to the Joint Council. While the responsibilities of the college or university at which the Center is located are clearly spelled out - though the implementation of the requirements varies greatly - the obligations of the state and national organizations are not at all well defined in dollar terms and, in practice, depend very much upon vagarious circumstances.

Looking at the programs themselves, one finds an even greater disparity. PEMS, with the businessman's keen instinct for the greatest return for a given outlay, targets a very specific group of people -- high school students in their sophomore, junior, and senior years; that is, it addresses young people ready to enter working life and to become politically active as voters. The Joint Council and its affiliates, have devised a wide-ranging program that not only covers the grades from Kindergarten to the final year of high school, but also attends to the training of prospective teachers and the in-service training of practicing teachers on a continuing basis and for all grades, and even extends itself to the teaching of economics in regular college courses and the conduct of adult economic education and consumer education courses. Moreover, it involves curriculum and materials development, the accumulation and cataloguing of large amounts of teaching materials, educational experimentation and research, and many other functions, some of which have been mentioned in the initial paragraphs of this paper. In practice, most of the collegiate Centers, especially the smaller ones, work with the basic program consisting of the Framework and the Strategies, and conduct workshops built

around the audiovisual Trade-Offs and Give & Take series, thus introducing some degree of cost-effectiveness.

It might be enlightening to look at the program materials also from the point of view of the classroom teacher. Without any doubt, the teacher being serviced by the JCEE-affiliated Councils and Centers has a wealth of materials at his disposal which far exceeds those provided by the PEMS program. While this is certainly attractive, it also implies the necessity to select and make choices — an opportunity which the experienced teacher will welcome, but which might present some difficulties to the very busy, the less experienced, and/or the teacher who is not trained in economics. From the point of view of integrating economics into the existing curriculum, the narrow, issue-oriented approach used by PEMS might well be better suited to the purpose than the broad-ranging, concept-based method used by the Joint Council and its affiliates. Finally, the PEMS package combines in one booklet the background readings for the teacher, the student-readings, relevant activities, and evaluation materials, whereas the teacher participating in the JCEE program would have to go to four or more different sources to achieve the same result. It seems that an ideal program would give the teacher a complete package, such as that provided by PEMS, but also the additional materials made available under the JCEE program, so that he could choose and substitute in accordance with his experience and proclivities.

Finally, a comparison of DEEP and PEMS should be of interest in view of the striking similarities and profound differences between the two programs. As to similarities, both DEEP and PEMS work directly and intensively with a school district, using the integrative approach, both emphasize the involvement and support of the local community, and both stress the importance of the program coordinator as a key resource. The differences lie in the financial

arrangements for the two programs. The sources of financing for DEEP are remote and largely unknown to the local units. They do not offer compensation for substitutes to the school district, nor do they provide compensation for the coordinator. In contrast, PEMS pays for substitutes and remunerates the coordinator — two very attractive features of the program. Furthermore, it has direct and close relations to the local foundation, which makes it possible to tap the resources of local businessmen, a source of funding and a source of interested participation not at all available to DEEP.

In sum, then, the advantages of PEMS are: a streamlined, efficient organization; a compact, yet complete, program package; and local financing; while the JCEE affiliates offer, through the collegiate Centers, a continuously available local source of aid, information, and materials; a multifaceted and comprehensive library of teaching materials; and an ongoing program of graduate and in-service courses in economic and consumer education.

Bibliography

Allegheny Intermediate Unit. The Consumer. Pittsburgh: Allegheny Intermediate Unit, September 1979.

Allegheny Intermediate Unit. Energy and Resources. Pittsburgh: Allegheny Intermediate Unit, September 1979.

Allegheny Intermediate Unit. Government: Costs and Benefits. Pittsburgh: Allegheny Intermediate Unit, September 1983.

Allegheny Intermediate Unit. Money, Inflation, and Jobs. Pittsburgh: Allegheny Intermediate Unit, September 1983.

Allegheny Intermediate Unit. The Nature of the Private Enterprise Market System. Pittsburgh: Allegheny Intermediate Unit, September 1982.

Allegheny Intermediate Unit. Productivity: "The Worker and His Tools." Pittsburgh: Allegheny Intermediate Unit, September 1982.

Allegheny Intermediate Unit. Social Performance of Business. Pittsburgh Allegheny Intermediate Unit, September 1979.

Allegheny Intermediate Unit. "Who Profits from Profits?" Pittsburgh: Allegheny Intermediate Unit, September 1981.

Allegheny Intermediate Unit. Who Sets Prices? Pittsburgh: Allegheny Intermediate Unit, September 1982.

Allegheny Intermediate Unit. The U.S. in the World Economy. Pittsburgh: Allegheny Intermediate Unit, September 1983.

Banaszak, Ronald A. and Clawson, Elmer U. Master Curriculum Guide in Economics for the Nation's Schools, Part II Strategies for Teaching Economics: Junior High School Level (Grades 7-9). New York: Joint Council on Economic Education, 1981.

Checklist. New York: Joint Council on Economic Education, Fall 1983.

Chizmar, John F. and Halinski, Ronald S. Basic Economics Test Grades (4-6). New York: Joint Council on Economic Education.

Davison, Donald G. Master Curriculum Guide in Economics for the Nation's Schools, Part II Strategies for Teaching Economics: Primary Level (Grades 1-3). New York: Joint Council on Economic Education, 1977.

Davison, Donald G. and Kilgore, John H. Primary Test of Economic Understanding (Grades 2-3). Rev. ed. New York: Joint Council on Economic Education, 1980.

Enterprise & Education Foundation. "Award for Excellence in Teaching Economics." The Enterprising Educator 5 (Winter 1984): 1,2.

Enterprise & Education Foundation 1983 Program Report. Pittsburgh: Enterprise and Education Foundation.

Hansen, W. Lee; Bach, G. L.; Calderwood, James D.; and Saunders, Phillip. Master Curriculum Guide in Economics for the Nation's Schools, Part I Framework for Teaching Economics: Basic Concepts. New York: Joint Council on Economic Education, 1977.

Harrington, Peter V.; Rueff, Joseph A.; and Symmes, S. Stowell. "Handbook for Curriculum Change." Review draft prepared for the Joint Council on Economic Education. New York, Fall 1981. (Mimeographed.)

Harter, Charlotte, T.; Nelson, David M.; and Farrell, John P. Audiovisual Materials for Teaching Economics. 3rd. ed. New York: Joint Council on Economic Education, 1980.

Hendricks, Robert H.; Dawson, George G; Nappi, Andrew T.; and Haniff, Rita. Learning Economics Through Children's Stories. 4th ed. New York: Joint Council on Economic Education, 1982.

Joint Council on Economic Education. "The Council and Center Directors Handbook: A Guide for Improving the Economic Education Movement." New York, 1979. (Mimeogaphed.)

Junior High School Test of Economics (Grades 7-9). New York: Joint Council on Economic Education, 1974.

Kourilsky, Marylin. Master Curriculum Guide in Economics for the Nation's Schools, Part II Strategies for Teaching Economics: Intermediate Level (Grades 4-6). New York: Joint Council on Economic Education, 1978.

McDowell, Michael A. and Olson, James E. "How Education in Economics Can Help Maintain a Productive Society." Statement of the Joint Council on Economic Education before the National Commission on Excellence in Education, Washington, D.C., 16 September 1982. (Mimeographed.)

Master Curriculum Guide in Economics for the Nation's Schools, Part II Strategies for Teaching Economics. 7 vols. New York: Joint Council on Economic Education, 1977-1982.

Niss, James F.; Brenneke, Judith Staley; and Clow, John E. Master Curriculum Guide in Economics for the Nation's Schools, Part II Strategies for Teaching Economics: Basic Business and Consumer Education (Secondary). New York: Joint Council on Economic Education, 1979.

O'Neill, James B. Master Curriculum Guide in Economics for the Nation's Schools, Part II Strategies for Teaching Economics: United States History Secondary). New York: Joint Council on Economic Education, 1980.

O'Neill, James B. Master Curriculum Guide in Economics for the Nation's Schools, Part II Strategies for Teaching Economics: World Studies (Secondary). New York: Joint Council on Economic Education, 1980.

Private Enterprise Market System: An Economic Education Program. Flyer produced by the Enterprise & Education Foundation. Pittsburgh, n.d.

Saunders, Phillip. Revised Test of Understanding in College Economics (TUCE). New York: Joint Council on Economic Education, 1981.

Soper, John C. Test of Economic Literacy (Grades 11-12). New York: Joint Council on Economic Education, 1979.

Stahl, Linda D. "Here's An Economic 'System' That Works." [EPIC. Florida: Fiscal Policy Council, Jan.-Feb. 1981.]

Staples, I. Ezra. Executive Director, Pennsylvania Council on Economic Education, Philadelphia, PA. Telephone interview, 8 March 1984.

Test of Understanding in Personal Economics. New York: Joint Council on Economic Education, 1971.

Weidenaar, Dennis J. Master Curriculum Guide in Economics for the Nation's Schools, Part II Strategies for Teaching Economics: Using Economics in Social Studies Methods Courses. New York: Joint Council on Economic Education, 1982.

Wilson, Cathy B. and Shug, Mark C. A Guide to Games and Simulations for Teaching Economics. 3rd ed. New York: Joint Council on Economic Education, 1979.